

Course Syllabus

Course: **TECA 1354-151~ Child Growth and Development**
 Semester: Fall 2020
 Online Instructor: Cherri Stallings
 Class Times: Online~Blackboard
 Office: Reese Campus Building 5
 Office Hours: Remote, by appointment
 Phone: 806-392-4122 (Mobile)
 E-Mail: cstallings@southplainscollege.edu

"South Plains College improves each student's life."

GENERAL COURSE INFORMATION

Course Description

This course is a study of the principles of normal child growth and development from conception to adolescence. Focus is on the physical, cognitive, social and emotional domains of development with an emphasis on early and middle childhood.

Student Learning Outcomes

See attached NAEYC Associate Standards.	NAEYC Standards
Summarize the principles of growth and development and developmental stages in various domains.	S1 S3
Knows the typical stages of cognitive, social, physical and emotional development.	
Discuss theories of development .	
Discuss the impact of developmental processes on early childhood practices and types and techniques of observation.	
Explain the importance of play.	
Demonstrate skill in practical application of developmental principles and theories, observation techniques and recognition of growth and developmental patterns.	

Course Objectives (Scans and Foundations Skills noted)

1. **Summarize principles of growth and development.**
 - a. Explain the principles of growth and development. (C-5)
 - b. Analyze how specific factors(e.g., those related to prior experiences, classroom grouping practices, stress, family life, nutritional and physical status, etc) that may affect individuals one or more developmental domains.
 - c. Understands the lifelong impact of multiple influences and experiences on individual development and on society. (C14)
2. **Knows the typical stages of cognitive, social, physical and emotional development.**
 - a. Explain the process of prenatal development from conception to birth. (F-11)
 - b. Describe physical, fine and gross motor and perceptual development from conception to adolescence.
 - c. Explain cognitive development from conception through adolescence and demonstrates knowledge of developmental changes in thinking (i.e., from primarily concrete thinking to the ability to reason and think logically to understand cause and effect, and to organize information systematically).
3. **Discuss theories of development.**
 - a. Analyze theoretical approaches, research and theorists.
 - b. Describe the interaction of biological and environmental influences on growth and development.

- c. Understands the role of learning theory in the instructional process and uses instructional strategies and appropriate technologies to facilitate learning. (i.e. Connecting new information and ideas to prior knowledge, making learning meaningful and relevant.)
- 4. **Discuss the impact of developmental processes on educational practices.**
 - a. Analyzes how developmental characteristics impact learning and performance.
 - b. Accepts and respects individuals with diverse backgrounds and needs.
 - c. Discusses how brain development research impacts classroom practice.
- 5. **Knows the stages of play development (i.e. from solitary to cooperative) play in children’s learning and development.**
- 6. **Demonstrate skills in practical application of developmental principles and theories, techniques observation and recognition of growth and development patterns.**

Evaluation Methods

- 1. Attendance & participation in discussion
- 2. Weekly Discussion Board
- 3. Weekly reading assignments.
- 4. Completion of weekly assignments

Academic Integrity

It is the aim of the faculty of South Plains College to foster a spirit of complete honesty and a high standard of integrity. The attempt of any student to present as his or her own any work which he or she has not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offender liable to serious consequences, possibly suspension.

Cheating: Dishonesty of any kind on examinations or on written assignments, illegal possession of examinations, the use of unauthorized notes during an examination, obtaining information during an examination from the textbook or from the examination paper of another student, assisting others to cheat, alteration of grade records, illegal entry or unauthorized presence in the office are examples of cheating. Complete honesty is required of the student in the presentation of any and all phases of coursework. This applies to quizzes of whatever length, as well as to final examinations, to daily reports and to term papers.

Plagiarism: Offering the work of another as one's own, without proper acknowledgment, is plagiarism; therefore, any student who fails to give credit for quotations or essentially identical expression of material taken from books, encyclopedias, magazines and other reference works, or from themes, reports or other writings of a fellow student, is guilty of plagiarism.

Scans Competencies

- Resources
- Interpersonal Skills
- Systems
- Technology

Foundation Skills

- Basic Skills
- Thinking Skills
- Personal Qualities

Verification of Workplace Competencies – Capstone Experience

Students will complete Classroom Floor Designs as the key assessment in this class. A copy will be included in the student’s **Professional Portfolio** during the CDEC 1292 capstone course.

Specific Course Requirements

Textbook and Materials



Child and Adolescent Development in Context, Kuther, T. Sage Publications, Los Angeles CA. 2020.
ISBN 9781544324814

South Plains College Bookstore, Reese Campus : <http://www.sp-reesebookstore.com/>.

Computer Requirements

It is the responsibility of the student to have the necessary computer resources and skills to take this class. Students are not required to purchase their own computer but must have access to one that meets specifications. Computer labs are available for student use on the Levelland, Lubbock, & Reese campuses.

You will need:

- Microsoft Word
- Adobe Reader
- Anti-Virus Software

See SPC Instructional Technology Resources:

<http://www.southplainscollege.edu/instructional-technology/instructional-technology.php>

FREE Office 365 for students <https://www.microsoft.com/en-us/education/products/office>

Adobe Acrobat Reader - <https://get.adobe.com/reader/>

Attendance Policy

Students in this course attend class online. Attendance includes logging into the course **2-3 times per week**, to be documented through the Blackboard system.

If a student finds that he/she cannot complete the requirements of this course in a successful manner, it is the responsibility of that student to initiate a drop from the course. **Course withdrawals** are done through the registrar's office. See instructions on Drop Process in Blackboard in Syllabus Folder. Last drop date for the college is **November 19, 2020**.

Assignment Policies

All assignments will be completed and/or submitted in Blackboard.

Assignments are due on the dates specified in the course calendar, by 11:59pm. Late assignments will be docked 10% of the value per week, unless prior arrangements have been made with instructor.

Please do not wait until the last minute to turn in assignments, or you may have problems.

Exam Policy

Exams will be administered only on given dates/times, unless prior arrangements have been made with instructor.

Communication Policy

- ➔ Primary communication between instructor and students in this course should take place through Blackboard Mail.
- ➔ Outside the Blackboard system, any electronic communication between instructor and students in this course will utilize the South Plains College email systems. Instructor will not initiate communication using private email accounts. Students are encouraged to **check SPC email on a regular basis. If you need to email the instructor you need to have the subject of the email to be TECA 1354 Child Growth and Development followed by the subject of the email. Example: TECA 1354 Child Growth and Development Question about Assignment 1**

Student Conduct

Students are expected to follow the standards of student conduct as defined in SPC Student Guide. See signature form.

Grading Policy

Syllabus Quiz	50 points
Discussion Board (25 Post @ 16 points)	400 points
Midterm Exam	125 points
Final Exam	125 points
Classroom Floor Designs	300 points
	1000 points

Final Grades		
900-1000 points	90-100%	A
800-899 points	80-89%	B
750-799 points	75-79%	C
700-749 points	70-74%	D
699 points & below	(69%)	F

NOTE: Students must earn a **C** or above for course to be applied to a Child Development certificate or degree.

Campus Carry

Campus Concealed Carry - Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in South Plains College buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and South Plains College policy, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to the SPC policy at: (http://www.southplainscollege.edu/human_resources/policy_procedure/hhc.php) Pursuant to PC 46.035, the open carrying of handguns is prohibited on all South Plains College campuses. Report violations to the College Police Department at 806-716-2396 or 9-1-1.

COURSE OUTLINE

Chapter 1: Understanding Human Development: Approaches and Theories

- 1.1 Describe the periods, domains, and contexts of development.
- 1.2 Explain three basic issues in developmental science.
- 1.3 Summarize six theoretical perspectives on human development.
- 1.4 Describe the methods and research designs used to study human development and the ethical principles that guide researchers' work.

Chapter 2: Biological and Environmental Foundations of Development

- 2.1 Discuss the genetic foundations of development.
- 2.2 Identify examples of genetic disorders and chromosomal abnormalities.
- 2.3 Examine the choices available to prospective parents in having healthy children.
- 2.4 Summarize the interaction of heredity and environment, including behavioral genetics and the epigenetic framework.

Chapter 3: The Prenatal Period, Birth, and the Newborn

- 3.1 Describe the three periods of prenatal development.
- 3.2 Explain how exposure to teratogens and other environmental factors can influence the prenatal environment.
- 3.3 Summarize the process of childbirth.
- 3.4 Discuss the neonate's physical capacities, including development in low-birthweight infants.

Chapter 4: Physical Development in Infancy and Toddlerhood

- 4.1 Discuss growth and influences and threats to growth during infancy and toddlerhood.
- 4.2 Summarize brain development during infancy and toddlerhood.
- 4.3 Compare infants' early learning capacities for habituation, classical conditioning, operant conditioning, and imitation.
- 4.4 Describe infants' developing sensory abilities.
- 4.5 Analyze the roles of maturation and contextual factors in infant and toddler motor development.

Chapter 5: Cognitive Development in Infancy and Toddlerhood

- 5.1 Discuss the cognitive-developmental perspective on infant reasoning.
- 5.2 Describe the information processing system in infants.
- 5.3 Discuss individual differences in infant intelligence.
- 5.4 Summarize the patterns of language development during infancy and toddlerhood.

Chapter 6: Socioemotional Development in Infancy and Toddlerhood

- 6.1 Summarize the psychosocial tasks of infancy and toddlerhood.
- 6.2 Describe emotional development and the role of contextual influences on emotional development in infants and toddlers.
- 6.3 Discuss temperament and the role of goodness of fit in development during infancy and toddlerhood.
- 6.4 Examine the development of attachment and influences on attachment stability and outcomes in infancy and toddlerhood.
- 6.5 Explain infants and toddlers' emerging sense of self and self-control.

Chapter 7: Physical Development in Early Childhood

- 7.1 Describe patterns of growth and motor development in early childhood.
- 7.2 Summarize patterns of typical and atypical brain development.
- 7.3 Examine the influence of nutrition, physical activity, sleep, and screen use on young children's health.
- 7.4 Discuss threats to young children's physical health and well-being.

Chapter 8: Cognitive Development in Early Childhood

- 8.1 Compare Piaget's cognitive-developmental and Vygotsky's sociocultural theories of cognitive development in early childhood.
- 8.2 Describe information processing abilities during early childhood.
- 8.3 Summarize young children's advances in language development.
- 8.4 Contrast social learning and cognitive-developmental perspectives on moral development in early childhood.
- 8.5 Identify and explain various approaches to early childhood education.

Chapter 9: Socioemotional Development in Early Childhood

- 9.1 Discuss young children's sense of initiative, self-concept, and self-esteem.
- 9.2 Discuss the development of emotional regulation and prosocial and aggressive behavior in early childhood.
- 9.3 Summarize styles of parenting and discipline and their associations with child outcomes.
- 9.4 Compare biological, cognitive, and contextual theoretical explanations of gender role development.
- 9.5 Discuss the range of forms play takes in early childhood and its influence on social development and relationships.

Chapter 10: Physical Development in Middle Childhood

- 10.1 Discuss patterns of growth and motor development and influences on each in middle childhood.
- 10.2 Describe processes of brain development in middle childhood and two examples of atypical brain development.
- 10.3 Identify the benefits of physical activity and common opportunities for physical activity in middle childhood.
- 10.4 Summarize common threats to school-age children's health.

Chapter 11: Cognitive Development in Middle Childhood

- 11.1 Examine school-age children's capacities for reasoning and processing information.
- 11.2 Summarize views of intelligence, including the uses, correlates, and criticisms of intelligence tests.
- 11.3 Discuss patterns of moral development during middle childhood.
- 11.4 Explain processes of language development during middle childhood.
- 11.5 Discuss children's learning at school.

Chapter 12: Socioemotional Development in Middle Childhood

- 12.1 Describe school-age children's self-conceptions and motivation.
- 12.2 Summarize sex differences and gender preferences and stereotypes in middle childhood.
- 12.3 Examine the roles of friendship, peer acceptance, and peer victimization in school-age children's adjustment.
- 12.4 Discuss family relationships in middle childhood and the influence of family structure on adjustment.

Chapter 13: Physical Development in Adolescence

- 13.1 Summarize the physical changes that accompany puberty and how context influences how it is experienced.
- 13.2 Describe brain development during adolescence and its effect on behavior.
- 13.3 Discuss adolescents' health needs and common health problems.
- 13.4 Distinguish normative sexual development and activity from problematic activities and outcomes.

Chapter 14: Cognitive Development in Adolescence

- 14.1 Identify ways in which thinking changes in adolescence and how these changes are reflected in adolescent decision making and behavior.
- 14.2 Describe moral development and influences on moral reasoning in adolescence.
- 14.3 Examine the challenges that school transitions pose for adolescents and the role of parents in academic achievement.

14.4 Discuss the nature of adolescent employment, the influence of college on development, and the challenges faced by noncollege-bound youth.

Chapter 15: Socioemotional Development in Adolescence

15.1 Summarize the processes by which self-concept, self-esteem, and identity change during adolescence.

15.2 Discuss the nature of parent–child relationships in adolescence.

15.3 Examine the developmental progression of peer relations in adolescence.

15.4 Describe common psychological and behavioral problems in adolescence.

ACCOMMODATIONS

Diversity Statement

In this class, the teacher will establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

Disabilities Statement

Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Coordinator of Disability Services. For more information visit the Disability Services Office at Reese Center, Building 8, or call 806-716-4654.

Pregnancy Accommodations Statement

If you are pregnant, or have given birth within six months, Under Title IX you have a right to reasonable accommodations to help continue your education. To activate accommodations you must submit a Title IX pregnancy accommodations request, along with specific medical documentation, to the Director of Health and Wellness. Once approved, notification will be sent to the student and instructors. It is the student's responsibility to work with the instructor to arrange accommodations. Contact Crystal Gilster, Director of Health and Wellness at 806-716-2362 or email cgilster@southplainscollege.edu for assistance.

Face Covering Statement

It is the policy of South Plains College for the Fall 2020 semester that as a condition of on-campus enrollment, all students are required to engage in safe behaviors to avoid the spread of COVID-19 in the SPC community. Such behaviors specifically include the requirement that all students properly wear CDC-compliant face coverings while in SPC buildings including in classrooms, labs, hallways, and restrooms. Failure to comply with this policy may result in dismissal from the current class session. If the student refuses to leave the classroom or lab after being dismissed, the student may be referred to the Dean of Students on the Levelland campus or the Dean/Director of external centers for Student Code of Conduct Violation.

SCANS COMPETENCIES

RESOURCES

C-1 **TIME** - Selects goal - relevant activities, ranks them, allocates time, prepares and follows schedules.

C-2 **MONEY** - Uses or prepares budgets, makes forecasts, keeps records and makes adjustments to meet objectives.

C-3 **MATERIALS AND FACILITIES** - Acquires, stores, allocates, and uses materials or space efficiently.

C-4 **HUMAN RESOURCES** - Assesses skills and distributes work accordingly, evaluates performances and provides feedback.

INFORMATION - Acquires and Uses Information

C-5 Acquires and evaluates information.

C-6 Organizes and maintains information.

C-7 Interprets and communicates information.

C-8 Uses computers to process information.

INTERPERSONAL—Works with Others

C-9 Participates as members of a team and contributes to group effort.

C-10 Teaches others new skills.

C-11 Serves Clients/Customers—works to satisfy customer's expectations.

C-12 Exercises Leadership—communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.

C-13 Negotiates—works toward agreements involving exchanges of resources; resolves divergent interests.

C-14 Works with Diversity—works well with men and women from diverse backgrounds.

SYSTEMS—Understands Complex Interrelationships

C-15 Understands Systems—knows how social, organizational, and technological systems work and operates effectively with them.

C-16 Monitors and Corrects Performance—distinguishes trends, predicts impacts on system operations, diagnoses systems performance and corrects malfunctions.

C-17 Improves or Designs Systems—suggests modifications to existing systems and develops new or alternative systems to improve performance.

TECHNOLOGY—Works with a Variety of Technologies

C-18 Selects Technology—chooses procedures, tools, or equipment, including computers and related technologies.

C-19 Applies Technology to Task—understands overall intent and proper procedures for setup and operation of equipment.

C-20 Maintains and Troubleshoots Equipment—prevents, identifies, or solves problems with equipment, including computers and other technologies.

FOUNDATIONS SKILLS

BASIC SKILLS—Reads, Writes, Performs Arithmetic and Mathematical Operations, Listens and Speaks

F-1 Reading – locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.

F-2 Writing – communicates thoughts, ideas, information and messages in writing and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.

F-3 Arithmetic – performs basic computations; uses basic numerical concepts such as whole numbers, etc.

F-4 Mathematics – approaches practical problems by choosing appropriately from a variety of mathematical techniques.

F-5 Listening – receives, attends to, interprets, and responds to verbal messages and other cues.

F-6 Speaking – organizes ideas and communicates orally.

THINKING SKILLS—Thinks Creatively, Makes Decisions, Solves Problems, Visualizes and Knows How to Learn & Reason

F-7 Creative Thinking – generates new ideas.

F-8 Decision-Making – specifies goals & constraints, generates alternatives, considers risks, evaluates & chooses best alternative.

F-9 Problem Solving – recognizes problems, devises and implements plan of action.

F-10 Seeing Things in the Mind's Eye – organizes and processes symbols, pictures, graphs, objects, and other information.

F-11 Knowing How to Learn – uses efficient learning techniques to acquire and apply new knowledge and skills.

F-12 Reasoning – discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

PERSONAL QUALITIES—Displays Responsibility, Self-Esteem, Sociability, Self-Management, Integrity and Honesty

F-13 Responsibility – exerts a high level of effort and perseveres towards goal attainment.

F-14 Self-Esteem – believes in own self-worth and maintains a positive view of self.

F-15 Sociability – demonstrates understanding, friendliness, adaptability, empathy and politeness in group settings.

F-16 Self-Management – assesses self accurately, sets personal goals, monitors progress and exhibits self-control.

F-17 Integrity/Honesty – chooses ethical courses of action.

National Association for the Education of Young Children Standards for Early Childhood Professional Preparation

STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING

1a: Knowing and understanding young children's characteristics and needs, from birth through age 8.

1b: Knowing and understanding the multiple influences on early development and learning

1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children

STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS

2a: Knowing about and understanding diverse family and community characteristics

2b: Supporting and engaging families and communities through respectful, reciprocal relationships

2c: Involving families and communities in young children's development and learning

STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES

3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children

3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.

3c: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.

3d: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments

STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES

4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children

4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology

4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches

4d: Reflecting on own practice to promote positive outcomes for each child

STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM

5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.

5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines

5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

STANDARD 6. BECOMING A PROFESSIONAL

6a: Identifying and involving oneself with the early childhood field

6b: Knowing about and upholding ethical standards and other early childhood professional guidelines

6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.

6d: Integrating knowledgeable, reflective, and critical perspectives on early education

6e: Engaging in informed advocacy for young children and the early childhood profession

STANDARD 7. EARLY CHILDHOOD FIELD EXPERIENCES

7a. Opportunities to observe & practice in at least two of the three early childhood age groups (birth–3, 3-5, 5-8)

7b. Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs)

NAEYC SUPPORTIVE SKILLS

Supportive Skill #1: Self-assessment and self-advocacy

Supportive Skill #2: Mastering and applying foundational concepts from general education

Supportive Skill #3: Written and verbal communication skills

Supportive Skill #4: Making connections between prior knowledge/experience and new learning

Supportive Skill #5: Identifying and using professional resources

National Association for the Education of Young Children, 2011

- I have reviewed the syllabus for this course and understand the requirements as described.
- I am familiar with the South Plains College **Student Guide** and agree to follow the code of conduct as given in the guide.

Signature

Date